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AMERIKA ESPERANTISTO

OFFICIAL ORGAN OF
THE ESPERANTO ASSOCIATION of NORTH AMERICA, Inc.

a propaganda organization for the furtherance of the study and use of the
International Auxiliary Language, Esperanto.

Yearly Memberships: Regular \$1.00; Contributing \$3.00; Sustaining \$10.00; Life Members \$100.

HERBERT M. SCOTT, Editor

CLUB DIRECTORY

This department is conducted solely for the benefit of our organized groups throughout the country. It furnishes a means of keeping in close touch with the work in other cities, for the exchange of ideas and helpful suggestions, and for the formation of valuable friendships in a united field of endeavor.

Groups are listed for 12 issues of the magazine, at a cost of only 25 cents for the two-line insertion. Extra lines are 10 cents each additional. The heading—name of city or town—is inserted free. This matter warrants the immediate attention of every club secretary.
Group Charter—\$1.00.

BERKELEY, CALIF.

Berkeleya Esperanta Rondo.—Vinton Smith, Secy., 420 Elwood St., Oakland, Calif.

OAKLAND, CALIF.

Oakland Esperanta-Rondo.—L. D. Stockton, Secretary, 420 15th St.

SAN FRANCISCO, CALIF.

Esperanto Association of California, Inc.—Rooms 309-311 de Young Building, San Francisco. Miss L. J. Marshall, Sec.

MONTREAL, CANADA.

Montreal Esperanto Association: Meets each Monday evening at 8 in Room 25, 747 St. Catherine St., West, Sek. G. E. Warner.

OKLAHOMA CITY, OKLA.

La Oklahoma Esperantista Societo kunvenas dimanĉe kun Arto kaj Scienco Klubo, 2501 W. Ave. "G", RR6, Box 156, Oklahoma, Okla. C. R. D. S. Oakford, Prez.

WASHINGTON, D. C.

Kolumbia Esperanto-Asocio, third Thursday October to May; Kabea Klubo, other Thursdays throughout the year, at 8 P. M. Ciass, Thursday, at 7.30. All at 1918 Sunderland Place.

CHICAGO, ILLS.

La Gradata Esperanto-Societo, Dvorak Park.—Jaroslav Sobehrad, Secretary, 5625 23rd Rd., Cicero, Ill.

La Esperanto Oficejo, 1669 Blue Island Ave.—Kunvenas 2an kaj 4an sab. ciumonate.

ROCKFORD, ILLS.

Scandinavian Esperanto Institute, 419 7th St.

BOSTON, MASS.

Boston Esperanto Society, 507 Pierce Bldg., Copley Sq.—Meets Tuesdays, 7 P. M. Miss M. Butman, Secretary.

WORCESTER, MASS.

Worcester County Esperanto Society.—Business Institute, every Friday, 8 P. M.

BALTIMORE, MD.

La Baltimore, Md., Esperanta Rondeto meets 1st and 3rd Wednesday evenings in month at Md. Academy of Sciences.

DETROIT, MICH.

Detroit Esperanto Office, 2916 East Grand Blvd.—Open daily. Library at disposal of everybody daily, 7 A. M.-9 P. M., except Tues. and Fri. Classes meet Tues. and Fri., 8.15 P. M.

La Pola Esperanto Asocio, 1507 E. Canfield Ave.—B. Lendo, Sek., 3596 29th St.

NEW YORK CITY, N. Y.

The New York Esperanto Society.—Miss L. F. Stoeppler, Sec., 63 West 94th St. The Barco, or Esperanto Supper, is held on the first Saturday of each month, 6.45 P. M. at Hotel Endicott, 81st St. and Columbus Ave.

WEEHAWKEN, N. J.

Hudson County Esperanto Society, Box 32, Weehawken, N. J. Headquarters: Room 307 Dispatch Building, Union Hill, N. J. Meetings: The second Tuesday of month. Secretary: Mr. O'Brien, 6 Hageman Place, West New York, N. J. Literatura Klaso, under direction of J. J. Sussmuth, every Tuesday except second. Room 307 Dispatch Building, Union Hill, N. J.

CLEVELAND, OHIO.

The Cleveland Esperanto Society, 9010 Detroit Ave., every Tuesday, 7.30 P. M. S. Kozminski, Sek., 3406 Meyer Ave.

TORONTO, CANADA.

The Toronto Esperanto Society, which has recently suspended its meetings, is being reorganized.

All interested are invited to communicate with the Acting Secretary, Sro. D. W. M. Jenkins, 514 Jarvis Street, Toronto.

PHILADELPHIA, PA.

Philadelphia Esperanto Society, Henry W. Hetzel, Sec'y, West Phila. High School for Boys. Monthly meeting for business every fourth Friday at Y. W. C. A., 18th and Arch Sts., 8.15 P. M. Social and class meetings on same hour and place on other Fridays. Centra Loka Oficejo, 133 N. 13th St. (Librovendejo de Peter Reilly, Vic-Delegito de U. F. A.) Rondeto de Litovaj Esperantistoj, 2833 Livingston St.

PITTSBURGH, PA.

Esperanto Sec., Academy of Science and Art.—J. D. Hailman, Sec., 310 S. Lang Ave. Fridays, 8 P. M.

MILWAUKEE, WISC.

Hesperus Esperantists.—S-ino B. H. Kerner, Sek., 629 Summit Ave. 3rd Tuesdays, 8 P. M.

ST. PETERSBURG, FLORIDA.

Amikeco Rondo meets Tuesdays 4.00 P. M., Fridays 8.00 P. M. E. E. Owen-Flint, Sec. 211 7th Ave. North.

TOPEKA, KANSAS Esperanto Association. Prez. Capt. Geo. P. Morehouse. Sek-iino. S-ino Lida R. Hardy, 1731 Lane St. Kores-Sek-iino, F-ino Leone Newell, 635 Watson St.

Amerika Esperantisto

ORGANO
de la

ESPERANTA ASOCIO DE NORDA AMERIKO

507 Pierce Bldg., Copley Square
Boston 17, Mass., U. S. A.

ONE DOLLAR A YEAR

Vol. 35.

February, 1926.

No. 4.

GET THE KIDS!

"Suffer the little children to come unto me, and forbid them not: for of such is the kingdom of God." In these words the great founder of Christianity expressed a strategic principle which spells the ultimate success or failure of all social movements. In its system of child indoctrination lies the secret of the unexampled vitality and solidarity of the Roman Catholic Church. The school propaganda thruout the late German Empire is the key to the titanic national egotism that pitted the Teuton in arms against the rest of the world, and all too nearly achieved the catastrophe of "Deutschland über Alles." When the organized liquor traffic in this country was deprived by law of the privilege of flaunting its wares openly in the eyes of the rising generation it was bereft of an advantage which no amount of surreptitious peddling to established customers can replace: it lost the natural recruiting ground for its perpetuation beyond the present generation.

Esperanto in all primary schools is the final step for the international language movement. That once accomplished, every other line of propaganda might with safety be dropped, and in a few years the product of universal primary teaching would be using International in all appropriate fields without the necessity of propaganda. Ignore the children, however, and the progress of Esperanto, be it ever so brilliant, in directions commercial, scientific or social, is ephemeral or precarious as to duration, lacking as it does the vital root of continuous existence. Specialized propaganda among adults, useful and even necessary as it is under present conditions, should never make us lose sight of the fact that the vast nontechnical field of the world's early school age is the one and only field which we neglect to our peril.

Happily, Esperanto, if properly presented, makes a peculiar appeal to children. The very idea has all the fascination of the magic carpet of treasured juvenile lore. When the child quits craving the moon he wants to see the world. Esperanto brings the world to his door. Then the language itself has a sort of "kindergarten" charm which all other languages lack. In the January number we reviewed a new pictorial course in Esperanto which ought to have been worked out years ago. Pictorial courses in Esperanto there have been before, but none, so far as we know, that lends itself so wonderfully to the use of classes of young children. No child can learn Esperanto too early. But it seems to us that the ideal time, in general, to begin the study of Esperanto, systematically, is at the pedagogical point where, under the old regime, the grammar of the mother tongue is taken up. At this point we suggest English be suspended for a while, and the fundamental notions of grammar be conveyed thru the medium of Esperanto. We submit—and our contention is borne out by numerous practical experiments—that the child will get a much sounder and quicker conception of the fundamental principles of grammar thru International than thru his mother tongue. English grammar may be resumed later, and it will be found that every essential principle of the same has been anticipated in the auxiliary tongue and little remains but the memorizing of the **irregularities** of the mother tongue—which can best be recognized as irregularities by comparison with a language without irregularities.

In short, Esperanto is the epitomized **norm** of modern grammar in general, and clearness of linguistic thought is best promoted by a study of the norm, sharply disentangled from all irregularity and exceptions. It is very difficult, especially with children, to point out the broad logical principles thru the medium of a traditional tongue imbedded in a primeval forest of unreasonable idiomatic verbiage.

By way of cursory illustration, consider the following data: Approached thru English alone how does a young child grasp the abstract notions of "noun," "adjective," "adverb," "verb," both in themselves and as distinct from one another? The same word in English may be any one of the four. How many school children taught in the usual way absorb these fundamental ideas so they stick?—if they really understand them at any time, which is in hosts of cases doubtful. Take now Esperanto: All nouns end in **-O**—the noun idea is invariably and concretely ticketed in this way. Adjectives end in **-A**—the adjective idea is regularly ticketed in this way. The regular adverb ending is **-E**—the notion of the adverb is ticketed thus. The verb infinitive ends in **-I**—that notion is invariably and concretely ticketed thus. Set a child to learning several hundred words all

of them ending in **-O**—won't he be infinitely more likely to absorb the underlying notion which calls for the "**-O**," than if he is required (as in a "natural" tongue) to find that underlying notion without any signpost to guide him to it? The same is true of the adjective, adverb and verb infinitive endings, and for the same reason. Or take the matter of the objective case. In English the child is confronted with the following phenomenon: He finds that most of the personal pronouns have two forms each ("I, me; thou, thee; he, him; she, her; we, us; they, them; who, whom"). In itself this difference of form might awake a glimmer of a notion in the child that there is some **reason** back of this change of form. Unfortunately he finds at the same time that the personal pronouns "you" and "it" have but **one** form; and finally, any struggling logical discernment he might have is atomized by the ocean of English nouns, which exhibit no change of form to distinguish these two fundamentally distinct grammatical categories. The failure of English as an instrument for conveying the idea of "objective case" is practically shown by our host of high school and even college graduates who go thru life taking vengeance on their mother tongue by such expressions as "it's me," "us folks think so," "who do you want?" et sim. International, on the other hand, has one single objective case ending (**-N**), which it applies impartially and invariably whenever the **objective case IDEA is involved**—not merely to certain pronouns, as in English, but to all nouns as well. And a child that learns the Esperanto accusative is guarded in the most efficient possible way against misusing the pronoun accusative in his mother tongue (as in the examples given above), because from the single and invariable change of form, in which he has been thoroly exercised, he cannot but grasp the underlying notion that has dictated that change of form.

But space fails to indicate the scores of lines in which the Esperanto grammar, by its exceptionless regularity, clarifies the difficulties of our mother tongue and imparts a linguistic sense promoting the correctest possible use of the same. An irregularity is always easier when clearly perceived to be such than when jumbled in the mind with the logical rule. An absorption of Esperanto enables a child to note idioms in English **as such**; so that he is helped to differentiate in English when to use an idiom and when to apply the general rule of grammar (which last has been drilled into him thru the study of the normal tongue).

To support these remarks we cannot do better than to quote from the Memorial of the International Conference on the Teaching of Esperanto in Schools, held at the League of Nations, Geneva, Switzerland, April 18th to 20th, 1922:

"We, educationists from 28 countries and official representatives of 16 Governments, assembled in Conference at the League of Nations in Geneva...find that Esperanto...possesses remarkable qualities which establish its value as an educational instrument.

"It is valuable as an aid to the correct use of the mother-tongue, shown by improvement in pronunciation and enunciation, better choice of words and knowledge of their meaning, improvement in spelling, and knowledge of the principles of grammar.

"It is valuable as a stepping-stone to other languages, modern and classical, lightening the task and saving the time of the teacher in explaining grammatical forms, providing familiar roots, and bringing to the task of expression a mind already accustomed to express itself in more than one language.

"In our opinion, children should be taught Esperanto as the first language after the mother-tongue in the elementary school. This would provide those pupils who must leave at the earliest possible moment with a complete knowledge of a second language which they can use for practical purposes; it would demonstrate whether those who proceed to the secondary school have an aptitude for further language studies, and would send those forward who have such aptitude with minds prepared, and thus effect an economy of time and better results in those studies; and those pupils who have no aptitude for languages could be diverted to more congenial studies.

"It is our experience that a knowledge of Esperanto has developed in our pupils a more real knowledge and appreciation of geography, world history and moral education, and a greater and more sympathetic interest in foreign peoples, in their customs, literature and art, and also in the peace of the world, and the League of Nations. This has been chiefly aided by the interchange of correspondence, illustrated postcards, and drawings with children in other lands; the reading of international gazettes in Esperanto and the study of the literature of various countries in the language. Pupils are able to engage in correspondence after a few months' study of Esperanto. The advantage of this correspondence is that it is not confined to any one country, it being a common experience for the pupils in a single school to have correspondents in many countries."*

We are glad to see that the Boy Scouts of America now award merit badges for Interpreting on the basis of Esperanto. In their official pamphlet on Interpreting a section is devoted to the International Language. From the foreword to this section we quote the following:

"The study of Esperanto will be helpful to the boy scout in two ways. First, it is an education in the general principles of language because it exhibits the fundamental grammar and root-words common to most of the European languages, thus giving the best possible basis for future study of other languages. Secondly, it is an extremely practical means of communication between scouts of different countries. With even the most thorough knowledge of one foreign national language, scouts are limited to international communication with only that country (or those countries) in which that one language is spoken. A fair acquaintance with Esperanto enables the scout to have correspondents in every country in the world, including such countries as Persia, China, Japan, etc. Yet a knowledge of Esperanto can be acquired in much less time than an equivalent knowledge of any one national language requires."

Esperantists of North America! How can we "get the kids"? Well, there is one simple but powerful way we can start right in on (if we haven't already). With this proposition we close: **IT IS THE DUTY OF EVERY ESPERANTIST HEAD OF A FAMILY TO TEACH OR HAVE HIS CHILDREN TAUGHT ESPERANTO.**

*From the Report of the General Secretariat of the League of Nations on Esperanto as an International Auxiliary Language, adopted by the Third Assembly, 1922.

SPECIAL NOTICE

Beginning with this number, Amerika Esperantisto will be issued on the first of the month. All news should reach the Central Office by the 20th of the preceding month in order to be used.

The usual News and Notes are omitted from this issue in order to use the space for other matter.

INTERNATIONAL COMMISSION CONCERNING AIR NAVIGATION

Communication No. 1.
Paris, November 30th, 1925.

Excerpts from the Report presented to the third International Congress of Air Navigation, (Bruxelles, 1925)

It does not seem necessary to insist further upon the disadvantages, at times serious, which affect the air navigators, because of the diversity of national languages.

They are brought into relations with foreigners of greatly diversified nations; and often under circumstances which, although frequently normal, might be productive of navigation problems or occasions when mutual understanding would be very useful and the means of avoiding possible disaster.

If the navigation staff, as in the aerial ports and offices of all countries knew Esperanto, the official intercourse would be greatly simplified; the pilots during their cross-country flights could receive notification relating to the location of the stations along their routes; meteorological information, and more in detail could be more easily given than is now possible; also the various technical documents published in all countries, (maps, instructions, etc.,) could be distributed—not translated, and con-

sequently used without error or loss of perfect understanding, and at greatly less expense than is possible at present.

Esperanto is preeminently suitable for this application. Its logicalness and the construction of its dictionary constitute a perfect technical language; its simplicity appeals to everyone.

DECISION REACHED BY THE CONGRESS

The third International Congress of Air Navigation, in considering the great service that the Auxiliary Language Esperanto has been to aeronautics for the establishing of international relations has decided to found an International Commission to definitely study and propose to introduce and promulgate the use of Esperanto as a technical language in air navigation.

And petition S-ojn Torres Y. Quevdo, Colonel Paul Renard, Commander Emilio Herrera, Henry Kafferer, E. Archdeacon and Rollet de L'Isle to found the desired Commission, adding qualified and useful helpers at will.

The Commission founded by the third congress elected as its President Colonel Paul Renard, and as its Secretary Rollet de L'Isle.

The Commission addressed itself to all aeronautical organizations in order that they may help the Commission; it issued a programme of action in accordance with the Esperanto Science Association.

The technical terms of aeronautics in Esperanto are to be found in the aeronautic dictionary and in six languages, published by the **Aeronaŭtika Librejo**, (Charon, rue de Sein, 40, Paris.)

S-ro Archdeacon published in the June number of **Aeronaŭtika Revuo de Franclando**, organ of the **Franca Aeronaŭtika Ligo**, an article entitled: "It is necessary to adopt a universal language for Aviation and T. S. F." As a result of that article very many orders were received for Esperanto books by the **Centra Esperantista Librejo**, 51 rue de Clinchy, Paris 9e.

The French bureau of aeronautics publish a dictionary of the technical terms used in aeronautics in German, English and French. Esperanto could easily be added.

DEZIRAS KORESPONDI

S-ro Clymans, instruisto, Kloosterstr. 54, Eeckeren (Antverpeno), Belgio.
PK.

S-ro Josef Lavicka, Pardubice, Čehoslovakio. PI. L.

S-ro Luigi Topi, Via F Bandiera 1, Spezia, Italio, PI. L.

S-ro F. Curto Baste, 36 Xifre Str., Barcelona. Hispanio. PI.

F-ino Lussi Valkovskaja, Socialističeskaja 198, Bobruisk Min. gub. Ruslano.

S-ro Ernst Parthum, Friedhosstrasso 24, Hohenstein-Er.i|Sa., Germanio.

IMPORTANT COMMUNICATION

from the

International Central Committee of the Esperanto
Movement, Geneva

We give below the translation of a letter just received, hoping by this means some of our readers may assist in arranging for invitations for Prof. Bovet to speak, which might not be reached either through delegates or members of UEA.

Any communications sent to this office will be promptly forwarded to Prof. Bovet, whose address to January 30th only was given c/o Dr. Rumel, 61 Broadway, New York.

To all groups of E. A. N. A.,

To all groups of U. E. A.,

Tre estimataj samideanoj:

We have the honor to inform you that in the early part of January our eminent fellow labourer, Prof. Bovet of Geneva, will sail for a three months tour in the United States.

Prof. Bovet is a well known scientist, professor of pedagogy, psychologist and director of the world-famous Institute of J. J. Rousseau, which is a university, or school, for the teaching of the educational sciences, new methods of instruction, psychology of children, etc. He was invited by the Rockefeller Institute and announced himself ready to help our movement, if a favorable opportunity is found.

We have no doubt but that you will all welcome the opportunity of having interest aroused in behalf of Esperanto, and we earnestly urge all Esperantists who have affiliations with universities and societies of science to request them to extend an invitation to Prof. Bovet to speak before them upon the subject of an International Auxiliary Language, or upon pedagogy, a subject which would give a favorable opportunity to introduce the experiment of the Esperanto Institute, Geneva, concerning the teaching of children, either both subjects, or some other allied to that great field of science.

Prof. Bovet will visit the cities: New York, Boston, Philadelphia, Washington, San Francisco, and other cities to which he may be invited, in order to visit schools and educational institutes.

Prof. Bovet speaks both English and Esperanto fluently.

We will be very glad to have you make use of such an unusual opportunity occasioned by the visit of this eminent scientist and Esperantist, Prof. Bovet, as his lectures concerning practical experiments in teaching will create a profound impression. We also greatly desire to receive from you such information as is possible concerning contingent invitations, with full details to follow.

With many thanks for your efforts we send to you, at this season of festivity, our hearty congratulations, and all good wishes that your labor may be crowned by success during the coming New Year.

Plej samideane,
Internacia Centra Komitato, de la Esperanta Movado,
Robt. Kreuz, Generala Sekretario.

METODO DE PROPAGANDO EN LA SCIENCA KAJ TEKNIKA GAZETARO

La Internacia Scienca Konferenco de Parizo (Majo 1925) rekomendis klopo di por ke la sciencoj kaj teknikoj Revuoj de ĉiuj landoj publikigu esperantajn resumojn de la artikoloj redaktitaj en naciaj lingvoj. Je la monato de Oktobro 1925, la **la Internacia Kongreso de la Teknika Gazetaro**, sidanta ĉe Parizo, esprimis la saman deziron.

Car estas ofte malfacile sukcesi, kiam oni nun petas tion de la Revuoj, jen alia pli simpla metodo, kiu estos eble pli afable akceptata.

Tiuj resumoj estos utilaj al la alilandaj legantoj de la Revuoj, sed ankaŭ, kaj ĉefe, al la alilandaj samfakaj Revuoj, kiuj, per ili, povos publikigi resumojn de la plej interesaj artikoloj, kaj konigi al siaj legantoj la verkojn de iliaj alilandaj kolegoj.

Por atingi tiun celon, sufiĉus ke la resumoj de ĉiu numero estu publikigitaj daktilografe sur aparta folio, kaj sendataj al ĉiuj samfakaj Revuoj alilandaj.

Car sufiĉos du paĝoj, kaj ĉar la nombro de la samfakaj Revuoj ne estas granda (eble maksimume cent), la elspezo povas esti facile pagata de ĉiu Revuo, eĉ ne grava.

Direktoro de Revuo, kiu estos ricevinta kelkajn tiajn resumojn de diverslingvaj samfakaj kolegoj, komprenos utilecon de tiu metodo kaj de Esperanto—; li aplikos mem la metodon, kaj verŝajne fariĝos propagandisto de nia lingvo.

Sekve la esperantaj Societoj de Specialistoj, la Naciaj Societoj de propagando, la naciaj Grupoj, eĉ ĉiuj samideanoj, devus agadi tiumaniere koncerne la teknikajn Revuojn, al kiuj ili povas sin turni; ili havos kelkajn ŝancojn de sukceso. Komence, ili proponos traduki mem la resumojn; aliparte **S-o Kamaryt** iniciatis jam tiun proponon, kreante sciencan sekcion en la Cekoslovakia Societo por fari tiajn tradukojn. Tio estus interesa kaj instrua laboro por la lokaj Grupoj, kies Kunsidoj estas ofte nemulte interesplenaj.

Oni, se eble, komencu tiun agadon en la radiotelefona gazetaro, kie nun nia propagando prosperas; sed ĝi estu ankaŭ provita en la aliaj teknikoj.

Pri la teknikaj terminoj, jam multaj troviĝas en la naciaj vortaroj de la kutima lingvo, aŭ en la Enciklopedia Vortareto de Verax; aliparte, laŭokaze oni uzos la terminon uzitan en iu el la ĉefaj naciaj lingvoj, substrekante ĝin kaj aldonante inter krampoj la naciecon de la lingvo.

Rollet de L'Isle.

EXPERIENCES OF A DELEGATE OF THE UNIVERSAL ESPERANTO ASSOCIATION

By Henry W. Hetzel, Pres. E. A. N. A.
U. E. A. Delegate for Philadelphia, Pa.

The readers of Amerika Esperantisto are familiar in a general way with the aims and activities of the Universal Esperanto Association and of its unique delegate system. It will interest those to whom the subject is new to learn something of the delegate's office. Out of an experience of many years as the representative of the Association in a large American city, one might make an interesting story.

The Esperantist visiting European countries soon learns of one of the duties of delegates which, from the nature of things, has few chances for exercise here in America. It is a common thing for the delegate there to receive personal calls from foreign visitors, and to give to tourists and traveling business men information concerning the city visited. Here, on the contrary, it is not often that the delegate is personally visited by Esperantists from other lands, but such happy occasions do arise, and then the delegate (especially if he has ever had the good fortune of a trip abroad made pleasant and profitable through the "servoj" (services) of the U. E. A.) is only too glad to assist the traveler.

It would be difficult to give a full list of the many kinds of letters received by the delegate. There are always those from beginners in the language, who are frankly desirous of practising on someone. There are always those from the victims of some collecting mania,—postage stamps, picture post cards, coins, paper money, magazines and what not,—most of which the delegate is under no obligation to answer. But besides these semi-serious letters that pour in upon the delegate there are many that are most closely related to things of solid import. Here is one from a Russian economist who asks about the retail prices of a long list of staple commodities;—one from a young Ruthenian who wants to know the labor conditions in America, evidently with a view toward emigration;—a Cuban wants information about our federal laws dealing with the admission of foreigners to this country:—a student in Bosnia wants to know how he may earn his way through an American university;—a pharmacist in Spain wants addresses of horticulturists who supply a certain medicinal plant;—a Bohemian magistrate wants to replace certain parts of his worn-out American-made typewriter;—a German firm wants to act as agent for American exporters;—an Italian firm manufacturing a hardware specialty wants to find agents for it here;—a man in Japan

who had sent postage stamps to a dealer here wants to know why he has not received payment:—a Dutch architect, author of a work on reinforced concrete wishes to introduce his book to builders here. To be sure, many of these are “large orders.”—matters too weighty and time-consuming for any unpaid delegate, even the most self-sacrificing, and unless the burden can be eased by several assistants, as is done in many large cities, much must be left undone. Immediately after the war “delegitoj” in this country were bombarded with piteous appeals from destitute war-victims. Needless to say, most of these had to remain unanswered.

And the expositions! So many of the annual fairs in Europe are now using Esperanto that advertising matter in the International Language, all the way from little “stickers” up to expansive posters, fairly pour in upon the delegate, who later distributes the “reklamiloj” (advertising) among business men—if he can find the time.

Many an appeal comes from the Old World that the delegate find a lost friend or relative here in the New. Particularly just after the war, and often as a consequence of it, this business of supplying addresses has been considerable. An interesting case, typical of many, was that of a woman in Warsaw whose son had been torn from his home by the Russian military system. She had heard in a vague, roundabout way that he had gone “to live with his uncle,” but whether this meant one in Ekaterinoslav or another in Vladivostock, she did not know. After many vain attempts to get word to him across Soviet Russia, then enemy territory, she allowed an Esperantist neighbor to use the U. E. A. in her behalf. The American delegate by forwarding her two letters was able to reach the son at Vladivostock, and a few months later a waiting mother in Poland was gladdened by the return of her long-lost boy.

The fact that the business of these Esperanto “consuls” has grown greatly in the last six or eight years is testimony both to the increasing use of the International Language and to the success of the delegate system. Doubtless in course of time the “servoj,” in commerce at least, will be put upon a paying basis, and this may come even before Esperanto has passed out of the propaganda stage. It is certain, anyhow, that the system, after these seventeen years, is firmly established, operating with a success that amply justifies the faith of its founders.

“Beginner’s Department”

“Evert W. Husk, 529 Eighth Ave., Huntington, W. Va., and Miss Mattie Wadsworth, Route 8, Hallowell, Me., share equal honors by their answers to Questions in October No. (p. 11).”

FIRST COURSE IN ESPERANTO

(Started in September number.)

LECIONO VII.

1. Ordaj Numeraloj.

La dramo "Hamlet," de Shakespeare, konsistas el kvin aktoj: la unu-a akto konsistas el kvin scenoj; la du-a konsistas el du scenoj; la tri-a el kvar scenoj; la kvara el sep scenoj; kaj la kvina el du scenoj. En la latina deklinacio estas ses kazoj: nominativo, genitivo, dativo, akuzativo, vokativo kaj ablativo. El tiu-j kazoj la lingvo Esperanto havas nur la unuan kaj la kvaran; la duan, trian, kvinan kaj sesan ĝi ne havas. La naŭ unuaj lecionoj de la kuranta kurso en Amerika Esperantisto informas pri l'elementoj de l'Esperanta gramatiko. La ŝipoj havas kapitanojn, ĉefajn kaj duajn oficirojn, sed ne triajn. La sepa planedo distance de la suno estas Uranus. La oka planedo estas Neptunus. Planedo naŭa ne ekzistas. Kiun daton ni havas?—Laŭ la kalendaro estas la deka (tago) de Decembro. En Decembro estas tridek unu tagoj. La dek-unua de Novembro estas Armistica (Militpaŭza) Tago. La profesoro ripročas Paŭlon, ĉar li estas la dek-dua studento en la klaso. La Dek-oka Amendo al la Federacia Konstitucio rilatas al la Alkohola Komerc. Calvin Coolidge estas la trideka prezidanto de U-s-o-n-o (etimologie el "Usona"—United States Of North America). La tridek-unua de Decembro estas la lasta tago de la jaro. Laŭ la Biblio la kvindeka jaro estas la jubile-jaro. Sur la sepdek-kvina paĝo de la volumo estas portreto de la fama admiralo. La centa membro sur la Kongresa listo estas germano; la cent-unua estas turko; la ducenta estas japano; la ducent-dukek-sepa estas Siberiano. Milimetro estas mila parto de metro. La kuranta jaro estas la jaro mil-naŭcent-dudek-sesa (1926) de la Krista epoko.

2. Personaj Pronomoj.

	Singularo.	Pluralo.
1-a persono	mi	ni
2-a "	vi	vi
3-a "	li, ŝi aŭ ĝi	ili

Generala pronomo: oni (—la personoj ĝenerale).

Mi estas Esperantisto. Vi lernas Esperanton. Vi lernas la lingvon per mi. De mi vi ricevas lecionojn. Mi demandas vi-n, ĉu la lingvo vi-n interesas?—Jes, ĝi mi-n tre interesas, ĉar ĝi estas simpla kaj praktika.—Cu (de) longe vi ĝin studas?—Ne, mi nur komencas ĝin.—Kiu estas la sviso, de kiu vi ricevas poštarkojn?—Li estas studento en la Universitato de Geneve. Ankaŭ alian korespondanton mi havas: ŝi estas heroino, kiun mi

tre admiras.—Cu vi ofte skribas (sendas leteron aŭ poštkarton) al la sviso?—Ne, mi lin ne tre deziras kiel korespondanton; sed li certe havas persiston.—Cu vi skribas ofte al la “heroino”?—Jes, sufice ofte, ĉar ŝi min tre interesas. Si estas orfino, kiu batalas kontraŭ tre kruelaj cirkonstancoj.—Al kiu lando ŝi apartenas?—Al Holando. Ni (ŝi kaj mi) estas varmaj kamara-doj. Nin inspiras la samaj motivoj kaj idealoj.—Cu vi (vi kaj ŝi) havas la samajn ideojn pri religio?—Jes, ni apartenas al la sama eklezio.—Cu vi opinias, ke Esperanto solvas la problemojn de l'aferoj internaciaj?—Jes, ĝi certe solvas ilin en tre praktika maniero, kiel mi opinias.

Ordajn numeralojn **oni** formas el la fundamentaj numeraloj per helpo de l'adjektiva signo (-a). Ekz. (ekzemple) **unu** (fun-damenta numralo), **unua** (numralo orda). Se **oni** estas riĉa, **oni** estas populara. **Oni** informas, ke Esperanto surprize progresas en la ses kontinentoj. En la kuranta numero de Amerika Esperantisto **oni** invitas nin al la Dek-oka Universala Kongreso, en Edinburgh. **Oni** ne uzas “**oni**” en akuzativo, nek post prepozicio. En Esperanto **oni** uzas “**oni**” tre kaj tre ofte.

3. Posedaj Pronomoj.

Se objekto al mi apartenas, **ĝi** estas mi-a. Se **ĝi** apartenas al vi, **ĝis** estas vi-a. Se **ĝi** apartenas al tria persono, **ĝi** estas li-a aŭ ŝi-a. Se **ĝi** apartenas al besto, la objekto estas **ĝi-a** (ekzem-ple nesto). Nia lando estas glora kaj prospera. Patriotoj, via libero estas en dangero! La studentoj ne sukcesas, ĉar ilia entuziasmo ne estas sufica. El “**oni**” **oni** posedas pronomon ne formas. La posedaj pronomoj estas adjektivoj, do ili akordas en nombro kaj kazo kun la substantivoj al ili apartenantaj. Mi-a-j profesoroj estas eminentaj sciencistoj. (La) vi-a-j estas same eminentaj. Mi-a-j-n profesorojn mi tre admiras. Cu vi admiras (la) viajn?—Jes, sed mi ne admiras ili-a-n militarismon. S-ro (sinjoro) Henning, ekzemple, la profesoro pri historio, estas monarhisto, kaj liajn lecionojn ni studentoj ne akceptas kun absoluta konsento.

Questions.

1. How are ordinal numbers formed from the cardinals?
2. Disregard the first sentence (in which the hyphen is used purely to indicate word-formation), and state where and where not the hyphen is used, in forming ordinal numbers.
3. Do the cardinal numbers ever change form to agree with plural or accusative nouns? Do the ordinals change form?
4. Repeat the 9 personal pronouns in English. Repeat their 9 exact equivalents in Esperanto. Learn the latter by heart.

5. Do the English pronouns change form for the objective (accusative) case? Do the Esperanto pronouns do so?

6. Judging from the sentences given what would you say as to the position in a sentence of a personal-pronoun object (in reference to the verb)?

7. Suppose the negative (*ne*) and a pronoun in the accusative both precede a verb, which comes first? (See sentence 13.)

8. What does **oni** mean? Is it used as often as its equivalent, "one," in English?

9. Is **oni** used in the accusative or after a preposition?

10. How are the possessive pronouns formed from the personals?

11. Do they change form to agree with plural or accusative nouns?

12. When may the article (*la*) be used with possessive pronouns? N. B. This usage is purely optional.

13. Is a possessive formed from **oni**?

14. Tell from the context the meanings of the following new "foreign" words:

Substantivoj: **tago**, **jaro**, **sinjoro** (**S-ro**).
 Montra pronomo: **tiu** (singularo), **tiu-j** (pluralo).
 Verbo: **Skribas**.
 Prepozicio: **per**.
 Konjunkcioj: **nek**, **do**.

KEY TO "FOREIGN" WORDS IN LAST LESSON:

alia—other, another; **demandas**—ask(s) (question), **respondas**—answer(s); **tra**—thru, thruout, **kontraŭ**—against, **laŭ**—according to, **pri**—about, concerning; **ke**—that (conjunction), **dum**—while, **kiel**—as.

Questions welcomed, and will be answered as far as possible in these columns.

IOM PRI PROPRAJ NOMOJ

La temo ne estas grava. Gin apenaŭ tuſas la Fundamento. Neniu el la radikoj de Universala Vortaro estas tio de propra nomo. El Plena Gramatiko ni ekscias (okaze de la vorto **Šiller'**): 1) ke tute nacia nomo povas aperi en Esperanta ortografio, 2) ke Esperanto permisas duoblajn literojn ("ll"), 3) ke apostrofo devus stari anstataŭ "o" forlasita. En Ekzercaro ni trovas areton da personnomoj kaj kelke da loknomoj. El ili ni elcerpas la principojn: 1) (okaze de la vorto **Vaſington**) ke tute nacia nomo povas aperi en Esperanta ortografio, 2) (kontraŭe al "3") ĉe **Šiller'**) ke propra nomo en Esperanta ortografio povas aperi sen aŭ fina "o" aŭ apostrofo, 3) (okaze de la vorto **Anno**), ke Esperanto permisas duoblajn literojn.

Nek la Fundamento parolas, nek Zamenhof parolis aŭ skribis diktatore pri tiaj detaletoj kiel la interpunkcioj, la dividado de vortoj, aŭ la proprej nomoj. Tamen la indikoj de nia oficiala bazverko estas atentindaj, al kiuj ni aldonu la konsilojn ĉerpeblajn el la uzado de Zamenhof en liaj ĝeneralaj verkoj. Pli kaj pli en siaj skribajoj la Majstro forlasis la substantiv-signon "o" ĉe la proprej nomoj. En la abundega nomaro de la Malnova Testamento preskaŭ tute malestas "o," egale ĉe lok- kiel personnomoj. Efektive por kio "o" utilas? En presajo aŭ skribajo la ĉeflitero sufice kaj nature indikas la substantivon. Dum en parolado oni jam malmulte aŭskultas en la praktiko la gramatikajn finigojn entute, sed dependas de la ĉirkaŭvortoj. Sajnas ja, ke plej el la proprej nomoj (precipe la loknomoj) disstaras el la internacia sistemo kaj formas specialan, ian "provincan" kategorion. Eble oni diru, ke ili formas kvazaŭ ceneron inter la naciaj lingvoj kaj la internacia. Ni bonvenigas la nunan tendencon lasi ilin kiel eble plej nešanĝitaj. En tia formo ili konsiderinde pli "naturigas" la aspekton de nia lingvo, sen la plej malgranda dangero por klareco aŭ facileco.

En "Literatura Mondo" de Marto 1925 ni legis tre interesan proponon de S-ro K. de Kalocsay pri tio, ke la virinaj nomoj formigu regule el viraj nomoj per ŝango de "o" en "a." Li supozigas, ke tiu metodo estas tute laŭ-Fundamenta, ĉar "ĉiu virina nomo estas rigardata kiel adjektivo rilantanta al la (ellasita) vorto 'ino'." Ekz. Johana (ino), Jozefa (ino), el Johano, Jozefo. Eĉ sen tiu iom subtila "akordigo" de la propono kun la Fundamento ni havas nenion kontraŭ la ideo principe. Io (kiel ni konceptas la proprejn nomojn) esence ekster la amplekso de la Fundamento ne povas rompi la Fundamenton. Sed ĉar, kiel S-ro Kalocsay konfesas, ekzistas sufica nombro (li mem citas ĉirkaŭ kvindek) da virinaj nomoj, kiuj ne havas fratan virformon (multaj el kiuj eĉ ne povas taŭge finigi per "a" sed formas "esceptojn"), ne ŝajnas, ke la proponata regulo havas grandan praktikan utilon.

Nia persona ideo pri la proprej nomoj estas jena, kaj ni nur esperas, ke ĝi konformas al la principoj de la Fundamento kaj la uzado de la Majstro:

- 1) Lasu la familiajn nomojn tute ŝenŝanĝe, eĉ sen konformigo al la Esperanta ortografo. Tio estas la preskaŭ universala kaj dekomerca uzado de la tuta Esperantistaro (malgraŭ la ekzemploj de "Siller" kaj "Vaſington" en la Fundamento).

- 2) Koncerne la antaŭnomojn: donu al ili la Esperantan ortografion, sed ne nepre algluu la nenecesan (kiel ni supre klarigis) finigon "o". Pri longe kaj universale uzataj nomoj kiel Johano, Petro, Aleksandro estus pedante insisti pri senkondiĉa transformado en Johanus, Petrus, Aleksander (laŭ la

latina fonto). Sed ni senkaše aprobas, kiam oni sekvas Zamenhof, forlasante la eternan "o", kaj diras Abraham, Izaak, Jakob, Marta ktp. Ĉe dabo pri la ekzakta formo de la nomo ŝajnas saĝe akordigi kiel eble plej kun la originala (etimologia) formo de la vorto. Ekz. la romia imperiestro, kiu oficialigis la kristanismon, estus Konstantinus (ne Konstantin laŭ naciaj formoj). Ni nur faras unu sugesteton: se okaze la akcento (kontraŭ la ĝeneralaj Esperanta regulo) devus fali aliloke ol sur la antaŭlasta silabo, oni indiku la specialan akcenton aŭ per aldono de apostrofo (ekz. Abraham', Izaak', Jacob'), aŭ prefere per la hispanlingva rimedo de akuta supersigno.

3) Pri landnomoj: Tute Esperantigu almenaŭ la modernajn landnomojn, t. e. donante al ili kaj Esperantan ortografion kaj la substantivan signon "o". Por ĉiu aparta lando sekvu la ĝeneralan uzadon de la popolo ĝin loĝanta, kondiĉe ke ĝi ne estu kontraŭ la Fundamento kaj la prudenta konsilo de nia Akademio. Ekzemple, la angloj preferas la formon "Anglujo": sekve tio estas uzinda plivole ol "Angllando". Kontraŭe la svisoj preferas la formon "Svislando" (ne "Svisujo"), do uzu la formon, kiun ili deziras. Ambaŭ, Anglujo" kaj "Svislando" estas egale Fundamentaj. La finnoj (ne finoj) preferas skribi "Finnlando," do ni uzu la duoblan konsonanton, kiu, cetere, estas tute Fundamenta, kiel ni jam vidis. Laŭ niaj konstatoj la hinoj ŝajne deziras nomi sin "ĉinoj" kaj sian landon "Cinio." Pri "ĉino" ni ne kontraŭparolas, nur la sufikson -io por landnomoj ni ne povas akcepti, ĉar la Akademio ĝin malrekomendas, kaj ni sekvas la U. E. A. formon "Cinlando".

4) Pri ceteraj nomoj geografaj ni bonvenigas la tendencon kiel eble plej malmulte ŝanĝi ilin el la naciaj formoj. Ni parolis pri la Kongresoj de Helsinki kaj de Praha (ne Helsingforso kaj Prago). Pri Ĝenevo oni hezitas, jen Esperantigante la urbon, jen lasante ĝin "Geneve". Ĉu la loko de la XVIIIa estos Edinburgh aŭ Edinburgo? En tiaj detaletoj estus tiel absurde kiel senutile kategorii. Ni persone preferas la jenan procedon (estu ĝi valora aŭ senvalora): a) La geografaj nomoj plene internaciaj (ekz. nomoj de kontinentoj kaj oceanoj) estu tute Esperantigitaj (kiel de ĉiam kaj ĉie). b) La nomoj de grandaj urboj, se jam en sia nacia formo facile prononceblaj en Esperanto proksimume kiel en la nacia lingvo, restu en la nacia ortografio (ekz. Roma, Barcelona, London, Paris, Berlin). Se ĉi tiuj lastaj, en sia nacia formo, ne donas proksimume ĝustan ideon pri sia prononco laŭ la Esperanta fonetiko, ili konformigu al la Esperanta ortografio, kun aŭ sen "o" (ekz. Ĝenevo aŭ Geneva, Vieno aŭ Viena, Nov-Jorko, Ateno or Atene). d) La nomoj de ĉiuj malpli konataj urboj (ankoraŭ ne ĝenerale uzataj en la literaturo) restu en sia nacia ortografio. e) La nomoj de

montaroj, estante ordinare aŭ en pluralo aŭ en adjektiva formo, devus esti tute Esperantigitaj. f) la nomoj de riveroj, lagoj ktp. sekvu la regulojn pri urbonomoj.

TELEPHONE CUSTOMS FOR TRAVELING ESPERANTISTS

Telephone usage varies greatly, depending upon local customs and conditions. From several sources has been gathered the following information which may prove useful to travellers.

In Abyssinia no one is allowed to use the telephone directly. All messages must be written out and given to the operator, who shouts them into the transmitter at the top of his voice, to the edification of all within hearing.

In Japan, most of the operators, or Moshi-moshi, as they are called, are young girls, the average age being 14. Telephones with low numbers get the more experienced girls and better service than those with high numbers. Rights to telephone numbers, especially low ones, are frequently purchased by those desiring service and unwilling to wait perhaps years for the Government to furnish service.

In Turkey, the work is done by Greeks, Armenians, Jewesses and other races. As there are three Sabbaths observed in each week by Mohammedan, Jew and Christian respectively, there is little telephone traffic on Fridays, Saturdays or Sundays.

In India, most of the women operators are Eurasians, or mixed European and native stock, though many operators are men.

In England, an operator is called a "Telephonist."

In Russia, it is a penal offence to call them anything but "Comrade" or "Citizeness."

In Japan, on answering a call, the operator says, "Moshi-moshi," which is the equivalent of "Hello."

In England, "Are you there?"

In France, "I'm listening."

In Germany, "Here's the exchange."

In Norway, "Central" or "Yes."

In Sweden, the operator simply gives her own number, as "40."

In Belgium, on completing the call, the operator says, "Talk."

In Sweden, "Please begin."

In Norway, "Clear."

In England, the "Telephonist" says, "You're through," meaning you are connected "through" to your "party" and may begin to talk. An American thus addressed replied "Why I haven't begun yet."

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